



Inspiring All to Excellence

The Fierté Multi-Academy Trust

Disability Policy



Document and Version Control

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| Policy Owner | CEO |
| Policy Approver | Trust Board |

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| V1 | February 2019 | | |
| V2 | Spring 2020 | | |
| V3 | Spring 2021 | M. Hamblin | Equality Statement added |
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| Section | Changes Made |
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Rationale

At our Academies we are committed to promoting equal opportunity and access for all of our pupils. We strive to adapt our teaching and learning, resources and academy buildings and grounds to ensure that adults and children with a disability can be happy, achieve well, and are able to be involved in all aspects of academy life and this is immersed in our Trust vision and values; placing children's rights at the heart of every decision we make.

We are also committed to providing as full access as possible to adults who are stakeholders in our academy.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any individual and it helps to promote equality across Fierté Multi- Academy Trust.

What follows is our policy describing how we provide access to the above.

The Academy Environment

- Our academy environments across the Trust have been adapted to include wheelchair access. These adaptations include: disabled toilets with a hoist and ramps for access to the building where appropriate.
- All main academy classes ensure that there are visual learning cues to aid those with a hearing deficit.
- All academies will ensure that further building on the academy site takes full account of the varied disabilities within each school community.

Equipment and Resources

- Pupils with a disability often have very specific needs. If necessary, the academy will contact other professionals, such as Occupational Health or Inclusion Advisors to make sure appropriate equipment is loaned or purchased.
- If specific actions are required during the academy week such as physiotherapy or counselling, we will always endeavour to accommodate with the necessary and relevant support required.
- The Trust identifies the importance of pupil specific resources at times. Trust academies will order small scale resources such as writing equipment and coloured overlays, large print books etc. as needs arise. Teachers will make adaptations to seating arrangements so that pupils with a disability can be given the best chance to work independently in the classroom.

Teaching and Learning

- Where possible, teachers will adapt their teaching style to accommodate pupils with a disability. This may include extra support in group work, using personalised learning aids such as pictorial cues or using a specific ICT programme or resource to facilitate learning.
- Physical Education, lessons may be adapted to give an experience as similar as possible to children without the same relevant disability. Teachers may for example, use *The Power of PE*

or I Moves adjustment cards which include activities for those with a relevant physical disability.

- Support from SEND Advisors and Educational Psychologists will be sought as necessary (see SEND Policy and Trust Offer), although we acknowledge that a pupil with a disability does not necessarily have learning difficulties.
- Subject Leaders will take account of children with disabilities in their subjects in general and if necessary, include improvements in their subject action plans.
- Where appropriate and relevant, the views of pupils with a disability will be taken into account
- The staff will use assemblies, PSHE and Citizenship as platforms for promoting understanding and promotion of equity and accessibility for pupils with a disability.

Adults

- At our academies across the Trust, we endeavour to support adults with disability to ensure that they also have access to the academy and, if they are a parent, can support their children.
- Parents meetings are held in ground floor rooms if necessary.
- Disability does not prevent adults from becoming volunteers in any Trust academy.
- Each Trust academy, where possible, will make information available that may enhance their experience in academy, or provide knowledge of services to suit their particular situation.
- Where possible, the views of adults with a disability will be taken into account when writing an access action plan.

Employment and Training

- When appointing staff, the Trust will consider a candidate who has a disability no less favourably than other candidates.
- Job descriptions, Trust wide, will not contain any unnecessary requirements that make it unduly difficult for any members of staff who have a disability to fulfil their role.
- It is the responsibility of the Trust Board, Headteachers and Governors to ensure that academy staff are involved in the development of policy and that training is provided as necessary and available.

Accountability and Monitoring

It is the duty of the CEO and Trustees to ensure that this policy is implemented, monitored and reviewed as necessary to achieve its aims.